

Student Intervention Plan Checklist

- Specific area of concern is stated in terms of targeted skill area and is determined by diagnostic assessment.
- Instructional Level Data & Other Informal Assessment Data specifically references data to describe current level of performance.
**Remember: This is a place for specific *objective / quantitative* data rather than impressions or anecdotes.
- A reasonable outcome that can be expected is both realistic and aggressive and is stated with reference to specific data and expected rates of improvement.
- Research-based Interventions reference specific programs and/or strategies that will move the student from their current level of performance to the desired outcome and specifically references a skill deficit. [WHAT comprises the intervention, not the WHO (i.e. rdg. specialist, ESOL, etc.)]
- All team members can explain why this specific intervention will address the skill deficit.
- The structure of service delivery (group size, frequency, duration) and the Person(s) Responsible for Implementing Intervention is specifically stated. Note: When intervention is changed or new intervention \ strategy is added, date of the change is noted, and intervention line is placed on progress monitor graph.
- The Method to Monitor Progress references specific research-based tool, schedule for monitoring progress, and person responsible for monitoring progress.
- Schedule, methods, and personnel for instructional and assessment fidelity checks are identified.